

# Charter Training Services Ltd

Inspection report

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Unique reference number: 51113

Name of lead inspector: Tim Gardner HMI

Last day of inspection: 5 March 2010

Type of provider: Independent learning provider

Address: Charter Training Services Ltd  
Sunderland House  
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## Information about the provider

1. Charter Training Services Ltd (CTS) is a privately owned independent organisation providing a range of training opportunities funded both through the government and privately. CTS has been established within the Cheshire and Warrington area for over 20 years.
2. CTS currently operates out of seven centres covering the North West of England and West Midlands where they deliver training funded by local Learning and Skills Councils (LSC). The CTS management structure consists of a managing director, a senior management team, contract and centre managers, an accountant and a management information systems (MIS) manager. A team of assessors carry out workplace assessments, reviews and training.
3. The provider delivers training on behalf of the following providers:
  - IGEN (Future Pathways)
  - TNG
  - Deeside College

Type of provision	Number of enrolled learners in 2008/09
Employer provision:	
Train to Gain	177 learners
Apprenticeships	131 apprentices

## Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 4
	Grade
Outcomes for learners	3
Quality of provision	3
Leadership and management	3
Safeguarding	3
Equality and diversity	3
Subject Areas	
Warehousing and distribution	2
Preparation for life and work	3
Business administration and law	3

## Overall effectiveness

4. The overall effectiveness of CTS's provision is satisfactory. Even though success rates have declined over the last two years they remain satisfactory overall. The quality of provision is well placed to achieve the vision and mission of CTS. Learners enjoy achieving the qualifications offered and they develop their working skills effectively. Assessment is good and is delivered in a flexible manner that meets both learner and employer needs. Performance management strategies have been introduced. Although too early to fully judge their effectiveness, 2009/10 data show signs of improvement.
5. The self-assessment process is being developed further to become more evaluative. Systems do not currently ensure that all staff and key stakeholders are involved in the self-assessment process from an early stage.
6. Arrangements to safeguard learners are satisfactory. Learners say they feel safe and protected from abuse. CTS promotes equality and diversity effectively although managers do not adequately monitor either this area, or health and safety, at their monthly meetings.

## Main findings

- Learners enjoy their training and take pleasure in achieving their qualifications. Success rates remain satisfactory at 67% for apprentices and 69% for advanced apprentices. Train to Gain success rates are now satisfactory after a slow start in 2008/09, the first year of the contract.
- Learners make satisfactory progress developing job skills, confidence and the ability to work better in the workplace. Current learners are making good progress towards achieving their qualifications.
- Learners feel safe in their workplaces. CTS delivers effective training in health and safety and checks that employers have appropriate policies and procedures in place before learning starts.
- Learners receive timely, fair and consistent assessment. In the best sessions, assessors use a variety of means to record activity, including digital cameras and dictaphones. They make good use of questioning techniques to develop understanding and to encourage learning. Assessors use the regular reviews well to track learner progress, highlight any problem areas and agree future action plans.
- Resources are satisfactory. Staff are appropriately qualified although there is a need for staff with level 4 literacy and numeracy qualifications. A recently completed audit of staff competences resulted in matching the identified needs to continuing professional development programmes, in line with individual and company needs.
- The response to meeting the needs of learners and employers is satisfactory. Flexible arrangements for training and assessment provide a wide range of progression opportunities. CTS works with many disadvantaged groups such as lone parents and unemployed adults to improve their self-esteem by offering them opportunities to learn new skills and improve motivation levels.
- Effective partnerships exist with a range of organisations including colleges and training providers, which ensure that local people have access to a wider range of opportunities. As members of a learning providers' network CTS has made an agreement with Staffordshire University that aims to promote the progression of vocational learners into higher education.
- Learners receive appropriate information, advice and guidance (IAG) which helps them plan their next steps into further training, education or employment. Advice is impartial; CTS staff refer learners to other specialist agencies, when required.
- CTS uses a range of methods to communicate with staff including formal, minuted meetings as well as frequent informal meetings. Staff do not always record the outcomes of informal meetings. Managers produce regular reports although these do not systematically include analysis of success rate data.
- The performance management of staff is now satisfactory. Managers hold regular meetings to assess staff performance against recruitment and achievement targets. The process is effective in monitoring performance against

contract profiles. However, action to tackle some previously under-performing assessors was too slow.

- Quality assurance systems and processes are adequate. Processes for sampling both assessor and verifier activity are satisfactory. An internal verification schedule is effective at ensuring that the lead internal verifier samples the work of all assessors and verifiers across the full range of units in their respective qualifications.

### What does Charter Training Services Ltd need to do to improve further?

- Develop further the systems and processes to detect learners at risk of leaving or not completing their awards earlier, so that managers can take appropriate action and increase success rates back to the previously high levels.
- Improve the use of data monitoring and analysis, and of reporting systems, so that all members of senior management team are aware of trends and changes to success rates across all areas of provision.
- Further revise the self-assessment process to ensure that all staff are fully involved and the result is a rigorous evaluation of the performance of all CTS's publicly-funded provision.
- Carry out a detailed audit of staff qualifications to identify where staff need to develop their levels of occupational and technical expertise further.
- Develop more rigorous systems to recruit and select competent and technically proficient assessors so that all learners progress and achieve their learning goals in a timely manner.
- Increase opportunities for staff at all levels to meet and share knowledge and good practice.

### Summary of the views of users as confirmed by inspectors

#### What learners like:

- the level of support from their tutor
- the regular contact from their assessor
- the opportunity to work from home (learndirect)
- the development of their reading skills
- because of increased confidence that they are able to apply for better skilled jobs
- how they are encouraged to take further courses
- the way the programme supports their development in their workplace
- the way the course is fitted around their work patterns and improves their performance at work
- the clear explanations from their assessors

- the way programmes develop their confidence.

What learners would like to see improved:

- extra training for struggling candidates
- consistency in the selection of units and modules for programmes
- the reliability of the computers
- provision of rest areas for refreshments.

Summary of the views of employers as confirmed by inspectors

What employers like:

- the communication systems between Charter staff and themselves
- the way assessors respond to meet individual learner/employee needs
- the way they are involved in the learning process
- the progress employees make in their training and how this affects their working practice.

What employers would like to see improved:

- the speed of response to address issues relating to non-attendance and poor performance of assessors.

## Main inspection report

### Capacity to make and sustain improvement Grade 4

7. CTS has inadequate capacity to make and sustain improvements. Success rates have declined each year since 2006/07 and are now around the national average for 2008/09. Managers have introduced performance management strategies, which are showing early indications of improving success rates; it is too soon to be sure that CTS will maintain these improvements. Targets set for learners are not always challenging.
8. CTS have a clear vision for the programmes they offer, targeting them appropriately at priority groups in the regions where they operate. The self-assessment process involves staff too late for them to be fully engaged in the document's development or to allow them to assume ownership of the final report. The use of the views of learners and employers to inform the report is underdeveloped.

### Outcomes for learners Grade 3

9. Outcomes for learners are satisfactory. Even though the success rates for both the apprenticeship and advanced apprenticeship programmes have declined for the last two years, they remain at satisfactory levels. Success rates for a small number of learners in warehousing and distribution are outstanding at 100%. The success rate for all apprentices in 2008/09 is 67% and 69% for advanced apprentices. The most recent data for 2009/10 show an improvement at 78% for apprentices and 82% for advanced apprentices.
10. Outcomes for the Train to Gain provision are satisfactory after a slow start to the contract last year. Success rates on Skills for Life provision have improved from 56% on entry level qualifications in 2008/09, to 100% so far in 2009/10. Intermediate level provision has improved from 74% in 2008/09 to 98% in 2009/10. Advanced level provision success rates have improved from 60% in 2008/09 to 100% in 2009/10.
11. Most learners develop good skills in the workplace; they increase in self-confidence and improve their working practices. As a result, they function more effectively. Learners feel safe in their workplace. CTS monitor health and safety and equality and diversity effectively. All CTS assessors have received training in health and safety assessment.

### The quality of provision Grade 3

12. The quality of provision is satisfactory. Initial assessment has been improved since the last inspection. All learners have their basic skills assessed and complete an initial course review and skill scan. In Skills for Life provision, initial assessment is detailed, but does not always lead to sufficiently challenging programmes. Individual learning plans are detailed; progression is recorded

well. Additional support needs are identified at this stage, but are not always addressed.

13. Learners receive timely, fair and consistent assessment. In the best sessions, assessors use a variety of methods to record activity, including digital cameras and dictaphones. They make good use of questioning to develop understanding and to encourage learning. Regular reviews effectively track learner progress, highlight any problem areas and are used to agree future action plans. The documentation is consistently completed well and is helpful in ensuring learners make good progress. There is an established system in place for observing training and assessment. The work-based learning manager observes all assessors and trainers; once every three months for new staff and every six months for more experienced staff. Quarterly meetings of assessors are used to share good practice but other means of networking and developing skills need further consideration.
14. Resources are satisfactory. Information technology resources are adequate. Staff are appropriately qualified although there is a need for staff with level 4 literacy and numeracy qualifications. An audit of staff competences has been completed recently and results matched to continuing professional development programmes, in line with individual and company needs. This is still in an early phase of development. Training for staff in functional skills is taking place.
15. Literacy, numeracy and language support is available but is not always taken up. Equality and diversity issues are considered as part of regular reviews.
16. There is a satisfactory response to the needs of learners; flexible arrangements for training and assessment provide a wide range of progression opportunities. CTS works with many disadvantaged groups such as lone parents and unemployed adults, improving their self-esteem, offering them opportunities to learn new skills and improving their motivation levels. CTS runs workshops in curriculum vitae writing, completing application forms and interview techniques. 'Job Club' workshops offer local people the chance to update their skills and identify opportunities for progression. The self-assessment report identifies the need to increase the range of work placement opportunities available to learners.
17. Partnership work is at an early stage of development, which is recognised in the self-assessment report. Effective partnerships exist with a range of organisations including colleges and training providers which ensure that local people have access to a wider range of opportunities. As a member of a learning providers' network, CTS has forged an agreement with Staffordshire University with the aim of promoting progression by vocational learners into higher education. There is a need to develop and build more partnerships with local employers and to better understand the needs of employers through more focused employer feedback.
18. Learners receive appropriate IAG which helps them plan their next steps into further training, education or employment. Advice is impartial and referrals are

made to other specialist agencies, when required. The Matrix award for IAG has recently been re-validated. Qualified assessors offer all learners guidance and support, with additional support from administrators and the work-based learning manager. There are good links with Connexions.

19. The provider has identified the need to devise exit strategies and strengthen support for learners who have left training. There is also a need to develop clear measurable aims and objectives for IAG and to further promote the service in centres, the workplace and to potential service users through promotional activities.

## Leadership and management

Grade 3

20. The leadership and management of CTS are satisfactory. Managers use a range of communication methods, including regular minuted formal meetings with standard agendas, as well as frequent informal meetings which are not always recorded. The senior management group meet monthly to review the provision; meetings include regular reports from managers. The work-based learning reports, however, are too focused on contractual and financial profiles rather than on using detailed data to monitor the success rates of learners.
21. Recently, managers have placed an increased focus on the performance management of assessors to improve target achievement. All assessors are managed by the work-based learning manager as well as centre managers. Each contract is profiled with key performance indicators covering new employer interviews and learner starts as well as framework or national vocational qualification (NVQ) completion.
22. CTS have systems in place to analyse and identify the reasons for early leavers but strategies to address them are underdeveloped. Regular, monthly assessor review meetings focus on performance management; underperforming assessors are identified and actions taken. Managers rely too heavily on assessors to provide accurate information and select the files for checking rather than selecting the sample themselves.
23. Quality assurance systems and processes are adequate. Processes for sampling both assessor and verifier activity are satisfactory. An internal verification schedule is effective at ensuring that the work of all assessors and verifiers is sampled across the full range of units in their respective qualifications. Staff have limited knowledge of how to analyse data or use the MIS systems if the MIS manager is away from work.
24. CTS promotes equality and diversity at CTS satisfactorily. The company has reviewed its marketing materials to fully promote its commitment to equality and diversity. It has developed very good relationships with both Jobcentre Plus and Connexions to target disadvantaged groups of learners. CTS has set each centre targets to match its learner profiles to the local population. Some strategies to target and recruit learners from under-represented groups have met with limited success.

25. CTS places a good emphasis on learners' rights and responsibilities; IAG is effective in identifying and dealing with barriers to learning. All centres have a directory of local support agencies from which they can refer learners for additional guidance and support. All staff have completed equality and diversity training and plans are in place for further training. Although equality and diversity is a standard agenda item at all meetings, the senior management team does not ensure adequate coverage at their meetings.
26. Safeguarding is satisfactory. The provider is meeting government requirements with regard to the safeguarding of young people up to the age of 18 and vulnerable adults. There is now a central list which shows that appropriate checks have been carried out and good liaison with Deeside College, which acts as the regulatory body. Learners are made aware of health and safety and how they can access help and support. There is a designated Safeguarding Officer.
27. The self-assessment process is not fully inclusive of all staff. Assessors receive a copy of the completed self-assessment for comment but do not directly contribute to the creation of the original document. Support from the Learning and Skills Improvement Service is being used to improve both the structure and content of the report. A detailed quality improvement plan is in place but this focuses too much on audit and compliance issues relating to external standards, rather than actions to improve the quality of learning.

## Subject areas

### Warehousing and distribution

Grade 2

#### Context

28. Currently, 17 learners are working towards qualifications in warehousing and distribution. There are two apprentices and 15 learners working towards level 2 qualifications through Train to Gain. All learners are employed and able to join the programme at any time. All coaching and assessment is carried out in the workplace.

#### Key findings

- Overall success rates are outstanding. All seven learners who started their Train to Gain programme in 2008/09 achieved successfully. Timely success rates are satisfactory at 70%, just slightly below the national average of 77%.
- Current learners are making satisfactory progress towards their planned learning goals. Learners take great pride in collecting evidence of their work skills, using digital cameras to take photographs of activity in the workplace, which they then use to explain their range of work activity and to illustrate their work.
- There is no take up of literacy support for learners with English as a second language. The employer declined the Skills for Life offered by CTS, preferring to focus on the NVQ first.
- Learners develop good work-related skills and feel safe at work. Train to Gain learners use existing occupational knowledge and technical skills to achieve in a timely manner. Learners feel that the programme gives them the structure and confidence to improve their work practices and to recognise the importance of policies and work instructions.
- Assessors visit learners regularly and reinforce information, advice and guidance given at induction at each visit. Learners value the one-to-one individual coaching sessions provided by the assessor. Assessors pay particular attention to health and safety, customer service and efficient work practices.
- Formal progress reviews are effective at focusing on achievement, progress and target setting. Assessors use questions to check learners' understanding of equality and diversity and safeguarding. Records are detailed; assessors share them with employers who do not attend the reviews.
- Assessment is thorough and planned well to meet the individual needs of each learner, taking into account their current experience at work. Assessment activity is varied and good use is made of technology to capture professional discussions.
- The warehousing programme meets the needs of the learners who value the opportunity to gain a work-related and relevant qualification whilst gaining a greater awareness of their organisations' work practices. They acquire better

understanding of the relevance of policies and procedures used in high-risk work areas.

- CTS has established an effective partnership network of employers within the warehousing sector. Two of the employers are repeat customers choosing CTS as their provider of choice for a wide variety of programmes.
- The small team involved in the warehousing programme are organised and manage the needs of the learners well. Assessors have performance targets, which their managers monitor at monthly meetings. Although the company provides each assessor with digital voice recorders, it does not provide them all with laptops.
- No systems are in place for internal verifiers to standardise their activity across the organisation, or to ensure that an occupational expert observes verification in this area. The company's lead verifier does not always retain verification records for the warehousing programme.
- Systems for providing cover for absent assessors are underdeveloped. Assessors do not contribute to the self-assessment process.

What does Charter Training Services Ltd need to do to improve further?

- Improve arrangements for embedding Skills for Life into Train to Gain programmes where learners have identified literacy or language development needs. Encourage learners and employers to take up support offered so that language barriers do not impede learners achieving the qualification.
- Provide increased opportunities for internal verifiers to meet in order to share experiences and best practice across the organisation and in occupational teams.
- Improve the arrangements for retaining the internal verification records to ensure all formative and summative records are always available at the main site.
- Arrange to improve the availability of additional cover for assessors, particularly when they have multiple learners at one employer site, so that staff absence does not reduce the frequency of visits.

## Preparation for life and work

Grade 3

### Context

29. Eighty-eight learners are following preparation for life and work programmes. Fifty-seven learners are currently taking programmes in literacy and numeracy at the learndirect centre in Stoke. Two members of staff provide them with advice and guidance, training, assessment and progress reviews. They are supported by a centre manager and deputy manager. Most training takes place in the training centre with seven learners working remotely. Four learners are taking Skills for Life qualifications through Train to Gain. Thirty-one learners are on employability programmes sub-contracted to Charter by IGEN (Future Pathways), based at Macclesfield and Warrington.

### Key findings

- Achievement of qualifications is satisfactory across all programmes. In 2008/09, 73% of learndirect learners gained a qualification. In 2008/09 on Train to Gain, five of the nine learners achieved a qualification. So far, in 2009/10, 50% of learners on employability programmes have gained a qualification in literacy or numeracy.
- Attainment of employability qualifications on subcontracted provision is very good, exceeding targets significantly. Job entry rates on employability programmes are low.
- Progress on many programmes is slow. Timely success rates are low at 63.6% on Train to Gain. Sixty per cent of current learners on learndirect programmes are beyond their expected end dates.
- Learners develop a good range of skills to improve employability. Learners enjoy learning and are motivated to continue development of skills in literacy and numeracy. Learners improve their confidence levels and self-esteem. CTS does not retain central records of learner progress. CTS managers do not analyse learner progress rates.
- Learners feel safe. Centres display and promote a range of posters and information relating to health and safety, equality and diversity and safeguarding. Learning centres provide a safe environment and learners' responsibilities are covered well at induction. Staff do not sufficiently reinforce equality and diversity in learndirect reviews.
- Teaching and learning are satisfactory. Learners follow individual programmes of learning and work well independently. The range of resources meets learner needs. Staff provide good levels of one-to-one training and support.
- CTS staff use individual learning plans well to record learners' progress and achievement. Assessors document and review regularly all components of learning. Learndirect staff use electronic notes regularly and provide learners with detailed and constructive feedback. Learners use electronic systems well to update staff about their progress. Some targets set during progress reviews on employability programmes are insufficiently challenging.

- Insufficient account is taken of initial and diagnostic assessment results to plan challenging learndirect programmes that will increase learner competency in literacy and numeracy.
- Staff hold appropriate qualifications in literacy and numeracy at intermediate and advanced levels. However, too few internal staff hold higher level qualifications. Two external consultants provide support at level 4, when required.
- CTS has a range of provision that meets the needs of learners. Provision is flexible to meet differing attendance patterns. A small number of learndirect learners learn remotely and value this service. However, insufficient numbers of learners on employability programmes have the opportunity to undertake work placements. Currently, CTS has only used 4% of its contract allocation of placement weeks for employability learners.
- CTS has a satisfactory range of partnership arrangements with organisations to both increase referrals onto its programmes and to widen the range of provision available to learners through subcontracted arrangements.
- Learners receive good levels of one-to-one support. Staff provide satisfactory guidance for learners requiring the support of external support agencies. Induction is satisfactory although not memorable for some learners. Assessors consult learners about their training programmes and they have adequate opportunities to provide feedback.
- Managers observe all aspects of learning and provide feedback to staff. They appraise staff performance and maintain individual records of staff development. Managers collate data to contribute to central records but information is not readily available for use and analysis by staff.
- CTS monitors information about the performance of different groups of learners. Action plans to address any disparities are satisfactory. Staff are not sufficiently involved in the self-assessment process.

What does Charter Training Services Ltd need to do to improve further?

- Provide further guidance to staff on using the results of initial and diagnostic assessment to ensure that learners' programmes are initially sufficiently challenging.
- Increase the range and availability of work placements to develop learners' employability skills and increase job entry rates.
- Continue to monitor reasons for non-attendance and slow progress to help increase the numbers of learners completing within expected timescales.

## Business, administration and law

Grade 3

### Context

30. There are currently 183 learners on business, administration and law programmes. Of these, 69 are apprentices, 23 are advanced apprentices and 91 are on Train to Gain programmes. Intermediate and advanced level NVQs are offered in accounts, business administration, customer service, team leading and management. All learners are employed. Training and assessment of learning is carried out on a one-to-one basis in the workplace.

### Key findings

- The overall success rates for apprentices and advanced apprentices are satisfactory. Previously good success rates have declined to around the national average in 2008/09. Timely success rates have been above the national average for adults. However, for the 16 to 18-year-old learners, timely success rates fell to 47% in 2008/09 compared with the national average of 64%.
- Overall success rates for learners on the Train to Gain programmes are close to the national average. However, timely success rates are unsatisfactory. In 2008/09, timely success rates were 48% and currently are at 45% compared with a national average of 67%.
- Learners develop good practical skills and increased confidence in the workplace. Employers recognise and value this. Current learners are making progress through effective action planning at the end of each assessment visit. Learners have a good awareness of the programme structure and their progress against the NVQ standards.
- Learners report that they feel safe in their excellent working environments. However, not all employers are aware of safeguarding requirements.
- Assessors select and use assessment methods effectively to suit learner and employer needs. Good use is made of recorded observations and professional discussions to reduce paperwork. Effective questioning encourages learners to suggest appropriate evidence they might use.
- Portfolios are well organised and contain good examples of work product. However, in some cases there is an over-reliance on personal and witness statements to demonstrate competence. Assessors sometimes complete the matrix of evidence at the end of the programme when learners have collected all the evidence. Learners do not have the opportunity to identify gaps in their evidence during the programme.
- Training delivery is not sufficiently planned or individualised. Apprentices complete workbooks for the technical certificate and key skills, in other cases assessors refer them to internet research. Although assessors provide good help as learners complete the exercises, some learners would prefer more direct teaching and learning.
- Assessors provide good support for learners. They have developed good relationships with both learners and employers. Assessors are accessible, make

regular visits to the workplace, provide valuable help and resolve issues quickly. The work-based learning manager uses the monthly one-to-one meetings with assessors to monitor individual learner progress and to identify any learners at risk of not completing in time.

- Reviews are satisfactory. They take place regularly and targets set are clear and measurable. However, reviews are often carried out at assessment meetings and as a result, learners are not always clear about the main purpose of meeting.
- Overall, management of the programmes is satisfactory. However, the opportunities for assessors to meet other assessors and colleagues are limited. Formal, quarterly meetings take place and some assessors contact other colleagues to share expertise. Other assessors feel isolated.
- Assessors promote equality and diversity satisfactorily. Learners demonstrate a good awareness during reviews where equality and diversity issues are discussed effectively using a bank of questions. Safeguarding arrangements are satisfactory.
- CTS engages well with employers. They are involved in planning suitable training programmes, deciding appropriate NVQ levels and selecting optional units.
- The process of internal verification is satisfactory. Sampling ensures assessment practice meets the required standard. However, the assessors' contribution to the self-assessment process and the production of the self-assessment report is limited. Three of the assessors do not have technical qualifications or an NVQ at an appropriate level for the programmes they assess.

What does Charter Training Services Ltd need to do to improve further?

- Devise, implement and monitor strategies further to improve overall and timely success, in order to return to the previously good rates.
- Ensure training is planned and individualised as a separate process from normal assessment activity.
- Develop systems to enable assessors to meet more regularly to share good practice and to provide support for each other.
- Ensure assessors contribute more effectively to the self-assessment process.
- Carry out a detailed audit of staff qualifications to identify and provide opportunities for staff to acquire higher-level qualifications. This will enable them to better support programme delivery and meet qualification requirements.

## Information about the inspection

31. One of Her Majesty's Inspectors (HMI) and four additional inspectors, assisted by the provider's work-based learning manager, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the local LSC, the previous inspection report, reports from the inspectorate's quality monitoring inspection, and data on learners and their achievement over the period since the previous inspection.
32. Inspectors used group and individual interviews, telephone calls and emails. They also observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

**Record of Main Findings (RMF)**  
**Charter Training Services Ltd**

Learning types: 14 – 16: Young apprenticeships; Diplomas; 16-18 Learner responsive: FE full- and part-time courses, Foundation learning tier, including Entry to Employment; 19+ responsive: FE full- and part-time courses; Employer responsive: Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	0	0
Part-time learners	177	177
Overall effectiveness	3	3
Capacity to improve	4	
Outcomes for learners	3	3
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	3	
Are learners able to make informed choices about their own health and well-being?*	n/a	
How well do learners make a positive contribution to the community?*	n/a	
Quality of provision	3	3
How effectively do teaching, training and assessment support learning and development?	3	
How effectively does the provision meet the needs and interests of users?	3	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	3	
How effective are the care, guidance and support learners receive in helping them to achieve?	3	
Leadership and management	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
How effectively do governors and supervisory bodies provide leadership, direction and challenge?*	n/a	
How effectively does the provider promote the safeguarding of learners?	3	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	3	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	3	

\*where applicable to the type of provision

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